DOCUMENT RESUME

ED 085 346 SP 007 513

TITLE	Career Education Project.
INSTITUTION	Georgia Southern Coll., Statesboro.
PUB DATE	Nov 73
NOTE	16p.
EDRS PRICE	MF-$0.65 HC-$3.29
DESCRIPTORS	*Career Choice; *Career Education; *Career Planning; Elementary Grades; Kindergarten; Secondary Education; *Vocational Education
IDENTIFIERS	Distinguished Achievement Awards Entry

ABSTRACT

This project involves an interdisciplinary team of college faculty members who each summer, conducts a series of workshops for teachers, counselors, and administrators from participating school systems. These workshops cover the entire range of competencies needed for initiation and installation of a career development program for kindergarten through the postsecondary level. An emphasis is placed on an experiential approach to ways of implementing career education in the classroom utilizing such strategies as field trips; role playing; "hands-on" experience in occupational simulation situations; dialogue with resource persons for community, business, and industry; and extensive use of multi-media resources. Academic subjects are correlated with the career emphasis in a way that helps students perceive them as tools for encountering the real world more effectively. (Author/JB)

ABSTRACT/INFORMATION FORM - 1974 DAA PROGRAM

(Please note: This information will be the basis for the description of your institution's DAA entry in the official DAA booklet given at the Annual Meeting and subsequently distributed widely.)

Name of Program Submitted: *CAREER EDUCATION PROJECT*

Institution: *GEORGIA SOUTHERN COLLEGE*

President: *DR. POPE A. DUNCAN*

Campus Public Information Officer: *MR. RICHARD MANDES*

Faculty Member Responsible for Program: *DR. H. R. CHESHIRE*

Title of the Faculty Member: *CAREER DEVELOPMENT SPECIALIST*

Signature: H. R. Cheshire

Title: Career Dev. Spec Date: Nov. 21, 1973

Please describe in 150-200 words the program which you have entered in the 1974 AACTE Distinguished Achievement Awards. A sample is included below to give a general idea of the kinds of information we need. Your abstract will be the basis for reporting your entry in Excellence in Teacher Education. Please continue on back if extra space is needed.

Recognizing the need for comprehensive programs of career education in the school systems of South Georgia, Georgia Southern College, in the summer of 1972, initiated a special project involving twenty-four school districts in in-service training, workshops, conferences, and consultative services.

The project, funded by an EPDA grant through the Georgia State Department of Education, involves an interdisciplinary team of college faculty members who conduct each summer a series of workshops for teachers, counselors, and administrators from the participating school systems. The workshops cover the entire range of competencies needed for initiation and installation of a career development program from kindergarten through the post-secondary level. During the school year, college faculty members carry out an intensive follow-up program, involving visits to the schools of those trained, for consultation in the classroom, meetings with school faculties, involvement of new teachers in career education efforts, and dissemination of the latest career development theory and strategy. Featured throughout the summer workshops and the follow-up consultation period is an emphasis on an experiental approach to ways of implementing career education in the classroom, utilizing such strategies as field trips, role playing, hands-on experience in occupational simulation situations, dialogue with resource persons from community, business and industry, and extensive use of mulit-media resources. Academic subjects are correlated with the career emphasis in such a way as to aid students in perceiving them as tools for encountering the real world more effectively.

SUMMARY STATEMENT

CAREER EDUCATION PROJECT

Georgia Southern College
Statesboro, Georgia

The Career Education Project at Georgia Southern College is designed to facilitate the implementation of career development programs in the school systems of South Georgia. In the spring of 1972, a group of faculty members at the college developed a proposal for a series of summer career education institutes for teachers, counselors and administrators that would be followed by intensive consultative services for participating educators during the course of the school term. The summer institutes have been held for the past two summers, and college consultants are currently involved in their second full year of consultative visits to the school systems of institute participants.

The Career Education Project is funded by the Educational Professional Development Act through the Georgia State Department of Education, and is now in its second year of operation. The staff consists of three persons, augmented by the services of an interdisciplinary group of faculty members representing a cross section of the schools and divisions within the college.

The foundation of the project is the annual series of summer institutes that involves representatives of twenty-four South Georgia counties in training designed to provide them with the concepts and skills required for the installation and maintenance of comprehensive career education programs in their systems from kindergarten through the post-secondary level. This emphasis was developed in response to the growing realization among educators at all levels within both the college and the public schools that the traditional curriculum has failed to meet the needs of a sizeable segment of the student population. The assumption that a student can acquire certain basic skills in mathematics, science, reading and other academic subjects, and then apply these skills to other important areas of his existence has also been questioned by students, parents, civic and business leaders. As

a result, the dropout rate in Georgia has become one of the highest in the nation, with many students physically leaving the educational scene with no saleable skill, no plans for further training, and without the self awareness or sense of personal direction necessary for effective functioning in society. Other students who remain in school "tune out" the teacher and academic subjects, thereby isolating themselves from any meaningful involvement in the educational process.

The career education institutes provide trainees with the background of knowledge and classroom strategies required to carry out comprehensive programs of career and self awareness by structuring basic subjects around the theme of self identity in relation to the world of work. Educators learn how to help students become informed about the wide range of career possibilities in the elementary grades, and the roles and requirements involved. In the junior high school, they aid students to explore specific clusters of occupations through hands-on experience, field observation and work-study arrangements. In senior high school, students pursue their selected occupational area, exercising one of three options-- intensive job preparation for entry into the world of work; preparation for post-secondary occupational education; or preparation for college. Those teachers at the elementary level who are in self contained classrooms are trained to fuse the career emphasis into their on-going curriculums. Where there is departmentalization at all levels, a team or "interlocking" approach is taken in which a number of teachers relate both academic and vocational subjects to the career theme.

The summer institutes were conducted through an interdisciplinary college wide approach to the utilization of specialized staff and faculty with the Georgia Southern College's School of Education, Public Services Institute, Division of Industrial Technology, School of Arts and Sciences, and School of Business collaborating. Faculty members are now involved in intensive consultative follow-up efforts in the school systems of institute participants.

ED 085346

ENTRY

DISTINGUISHED ACHIEVEMENT AWARDS PROGRAM

sponsored by

THE AMERICAN ASSOCIATION OF COLLEGES FOR TEACHER EDUCATION

CAREER EDUCATION PROJECT

Georgia Southern College
Statesboro, Georgia

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

Dr. Pope A. Duncan
President
Georgia Southern College

Dr. N. W. Quick
Vice President
Georgia Southern College

Dr. Starr Miller
Dean
School of Education

Dr. Donald Hackett
Chairman
Division of Industrial Technology

Dr. Warren Jones
Dean
School of Arts and Sciences

Dr. Paul LaGrone
Dean
School of Business

Dr. Jack Averitt
Dean
Graduate School

Dr. Hilton Bonniwell
Director
Public Services and Continuing Education

Project Staff:
Dr. H. R. Cheshire
Mr. Thomas E. Woodall
Mr. Neal Dunn

SP 007 513

CAREER EDUCATION PROJECT

Georgia Southern College
Statesboro, Georgia

The Career Education Project at Georgia Southern College is designed to facilitate the implementation of career development programs in the school systems of South Georgia. In the spring of 1972, a group of faculty members at the college developed a proposal for a series of summer career education institutes for teachers, counselors and administrators that would be followed by intensive consultative services for participating educators during the course of the school term. The summer institutes have been held for the past two summers, and college consultants are currently involved in their second full year of consultative visits to the school systems of institute participants.

The Career Education Project is funded by the Educational Professional Development Act through the Georgia State Department of Education, and is now in its second year of operation. The staff consists of three persons, augmented by the services of an interdisciplinary group of faculty members representing a cross section of the schools and divisions within the college.

The foundation of the project is the annual series of summer institutes that involves representatives of twenty-four South Georgia counties in training designed to provide them with the concepts and skills required for the installation and maintenance of comprehensive career education programs in their systems from kindergarten through the post-secondary level. This emphasis was developed in response to the growing realization among educators

at all levels within both the college and the public schools that the traditional curriculum has failed to meet the needs of a sizeable segment of the student population. The assumption that a student can acquire certain basic skills in mathematics, science, reading and other academic subjects, and then apply these skills to other important areas of his existence has also been questioned by students, parents, civic and business leaders. As a result, the dropout rate in Georgia has become one of the highest in the nation, with many students physically leaving the educational scene with no saleable skill, no plans for further training, and without the self awareness or sense of personal direction necessary for effective functioning in society. Other students who remain in school "tune out" the teacher and academic subjects, thereby isolating themselves from any meaningful involvement in the educational process.

The career education institutes provide trainees with the background of knowledge and classroom strategies required to carry out comprehensive programs of career and self awareness by structuring basic subjects around the theme of self identity in relation to the world of work. Educators learn how to help students become informed about the wide range of career possibilities in the elementary grades, and the roles and requirements involved. In the junior high school, they aid students to explore specific clusters of occupations through hands-on experience, field observation and work-study arrangements. In senior high school, students pursue their selected occupational area, exercising one of three options-- intensive job preparation for entry into the world of work; preparation for post-secondary occupational education; or preparation for college. Those teachers at the elementary level who are in self contained classrooms are trained to fuse the career emphasis into

their on-going curriculums. Where there is departmentalization at all levels, a team or "interlocking" approach is taken in which a number of teachers relate both academic and vocational subjects to the career theme.

The summer institutes were conducted through an interdisciplinary college wide approach to the utilization of specialized staff and faculty with the Georgia Southern College's School of Education, Public Services Institute, Division of Industrial Technology, School of Arts and Sciences, and School of Business collaborating. The nine training components completed in the summer of 1973 were the following:

1. Elementary Teachers and Principals - This component involved one elementary teacher and principal from school systems in South Georgia who have been allocated career education grants by the Georgia State Department of Education. The institute was designed to assist the teams to not only acquire the ability to implement career education themselves, but also to conduct localized in-service training for the staff of their "back home" school.
2. Coordinated Vocational Academic Education (CVAE) - This workshop trained new teacher-coordinators to implement CVAE programs at the high school level. This training equipped participants to collaborate with academic and vocational teams in working with disadvantaged students on academic, vocational and personal problems, and included techniques for involving business and community leaders in establishing work sites for youths in the program. The coordinator's primary responsibility is to work directly with the student on problem solving and goal setting, and to assist academic and vocational teachers to relate their subjects to the student's work experiences.

3. Coordinated Vocational Academic Education (CVAE) for academic teams of CVAE Coordinators - Schools having a CVAE program designated teams of teachers from their schools who received training along with the CVAE coordinator or interdisciplinary techniques, individualized instruction, and methods of teaching disadvantaged students.
4. Leadership Institute - School system leaders from career education counties received training in management strategies for developing and implementing comprehensive career and vocational programs at the local level.
5. World of Manufacturing - This institute trained Industrial Arts teachers to conduct World of Manufacturing programs.
6. World of Construction - This institute trained Industrial Arts teachers to conduct World of Construction programs.
7. ACTION Program - This institute trained Industrial Arts teachers to conduct Production Laboratory activities involving students in the development of their own business, in producing and marketing a product, simulating the activities involved in a "real world" business enterprise.
8. Trade and Industrial Methods - This training component for new Trade and Industry teachers and for Industrial Arts instructors in small schools, focused on methods and techniques of teaching industrial subjects with emphasis on the occupational cluster concept and the development of individualized materials and systems.
9. Seminar for Trade and Industrial Teachers in Secondary and Post-Secondary Vocational Programs - This seminar offered, on an individualized basis, a variety of courses in the area of Trade and Industrial concepts and methods.

Featured throughout the summer workshops is an emphasis on an experiential approach to ways of implementing career education in the classroom, utilizing such strategies as field trips, role playing, hands-on experiences in occupational simulation situations, dialogue with resource persons from community, business and industry, and extensive use of multi-media resources. Academic subjects are correlated with the career emphasis in such a way as to aid students in perceiving them as tools for encountering the real world more effectively.

The field consultation services provided by Georgia Southern College's School of Education, in cooperation with the College's Public Services Institute, is important not only in terms of reinforcing the skills of those educators trained in the summer workshops, but it also serves to encourage the entry of additional teachers into the career education effort.

A number of strategies are utilized during the follow-up period.

1. College faculty members meet with each school system's career education supervisory person periodically to discuss overall county progress, problems and needs.
2. During the school year, college staff members visit the school of each person trained in the summer workshops for individual consultation and to work with the entire faculty to integrate them into career education activities.
3. Regional conferences are held throughout the year in which trained and experienced teachers, counselors and administrators from participating school systems train new personnel from their own system as well as from counties surrounding the conference site. By using a large number of the more highly competent public school

personnel in a series of accelerated mini-modules, up to 250 or more new persons can be introduced to career education concepts and skills in one half day conferences of this type.

4. Recruitment and training of community support system groups - This phase of follow-up efforts, carried out cooperatively with school system officials in the twenty counties focuses on the recruitment and training of a coalition of citizens, agencies, and groups for training as a community support system that will have the impact and power to facilitate implementation and stabilization of career education in their respective school systems, to act as resource persons, serve as field trip sites, and to advocate increased resource allocation and higher priorities for career education.
5. Cooperation with State Department of Education personnel at the state and regional levels - New linkages with such personnel who have been utilized as resource persons in local systems, regional conferences and in informal contacts has proved highly successful.
6. Training of internal change agent consultants in each system - In the twenty-four school systems involved in this project, a county contact person has become proficient in career education knowledge and strategies so that he can (a) provide local practitioners with access to needed resources, aid in instructional issues, methods, problems, etc., and (b) legitimize teachers' efforts to pursue creative approaches by providing internal system linkages between classroom personnel and power figures in the systems, thereby facilitating the dissemination of positive influence and support from the top officials.

A strong feature of this program is that theory and practice, the academic and the pragmatic are being closely welded together. Academic credit in a number of new career education courses recently added to the college's offerings is obtained by those educators who participate in workshops and seminars. These public school personnel then have an opportunity to practice the skills obtained in their own classrooms, while receiving additional academic credit on a practicum basis during the field follow-up period. Thus, there is constant feedback concerning the effectiveness of content and theory obtained in initial training, providing opportunities for needed modifications in the overall design of the project's approach.

Teachers are exposed to an approach throughout initial training and follow-up period that emphasizes the integration of the career and self awareness theme into the existing curriculum, so that this is not a patchwork approach. The constant emphasis on experiential strategies, field visits and dialogue with adult resource role models provides the link with reality that insures the student's ability to relate classroom activities and content to a pragmatic ability to cope with important concerns of everyday life.

Team approaches have been facilitated throughout the organizations, communities and groups of South Georgia. The need for an interdisciplinary approach to training personnel in the summer workshops and to providing follow-up consultation has resulted in new linkages across departmental lines within Georgia Southern College. A greater awareness of the diversity of expertise possessed by faculty members means that new potential for a variety of ad hoc coalitions and community and organizational problem solving groups has emerged.

In the school systems involved faculties are also working in teams, with a greater breaking down of the traditional barrier between grade levels and

departments. Parental, community, business and civic groups involved in meaningful capacities as resources have responded with renewed support and enthusiasm for the school's educational programs.

Another result of the effort is that public school personnel are developing new materials that can be used elsewhere in the career education implementation process. The teaching units, resource guides, bibliographies, slide series, strategies for career integration into the existing curriculum and other innovations coming out of these efforts have the potential for serving as resources not only in South Georgia but throughout the state and nation. Teachers also have access to career education materials collected from all over the country that are now housed in the Career Education Center at Georgia Southern College.

The "training of trainers" aspect of this project's approach has also created a cadre of public school personnel who have received systematic training in the art of change agentry within their own schools and systems. Throughout the school year, they hold periodic training sessions in which they are involving a growing number of educators committed to the career education approach.

Throughout the entire effort runs a continuing emphasis on the importance of human interaction, open and viable two way communication systems, and team collaboration on a basis of shared commitment and group cohesion. In-service training is characterized by a dual focus, with systematic attention devoted to the "process" or human dimension of learning, growth and change. Group dynamics approaches, role playing, and a variety of experiential strategies are utilized. Participants are continuously involved in the design of training and follow-up to facilitate both their commitment to the process and product, and their own growth in terms of skills in program development and implementation.

Hopefully, this project will continue to induce positive changes in the college, local school systems, and at the community level. Certainly, the dilemmas of our time demand a breakdown of the many artificial and devisive barriers that inhibit the release of badly needed human and technical potential. These barriers, erected over time by factors and forces almost forgotten, are being diminished by the type of interaction promoted by the career education rationale and approach. In the end, we can all be benefited as education becomes less of a cold and alien venture isolated from the excitement and "realness" of the world, and acts instead as a catalyst to aid us in attaining a more balanced, whole and unfragmented perception of the world's living, moving reality unobstructed by artificial divisions and labels.

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
WASHINGTON, D.C. 20202
EDUCATIONAL PERSONNEL DEVELOPMENT PROGRAMS
BUDGET SUMMARY REPORT

OE LOG NO.

EPDA, PART F, SECTION

GRANT/CONTRACT NUMBER

TITLE OF PROGRAM REPORTED
An Institute to Train Local System Personnel in Multiple Components of Career & Vocational Education

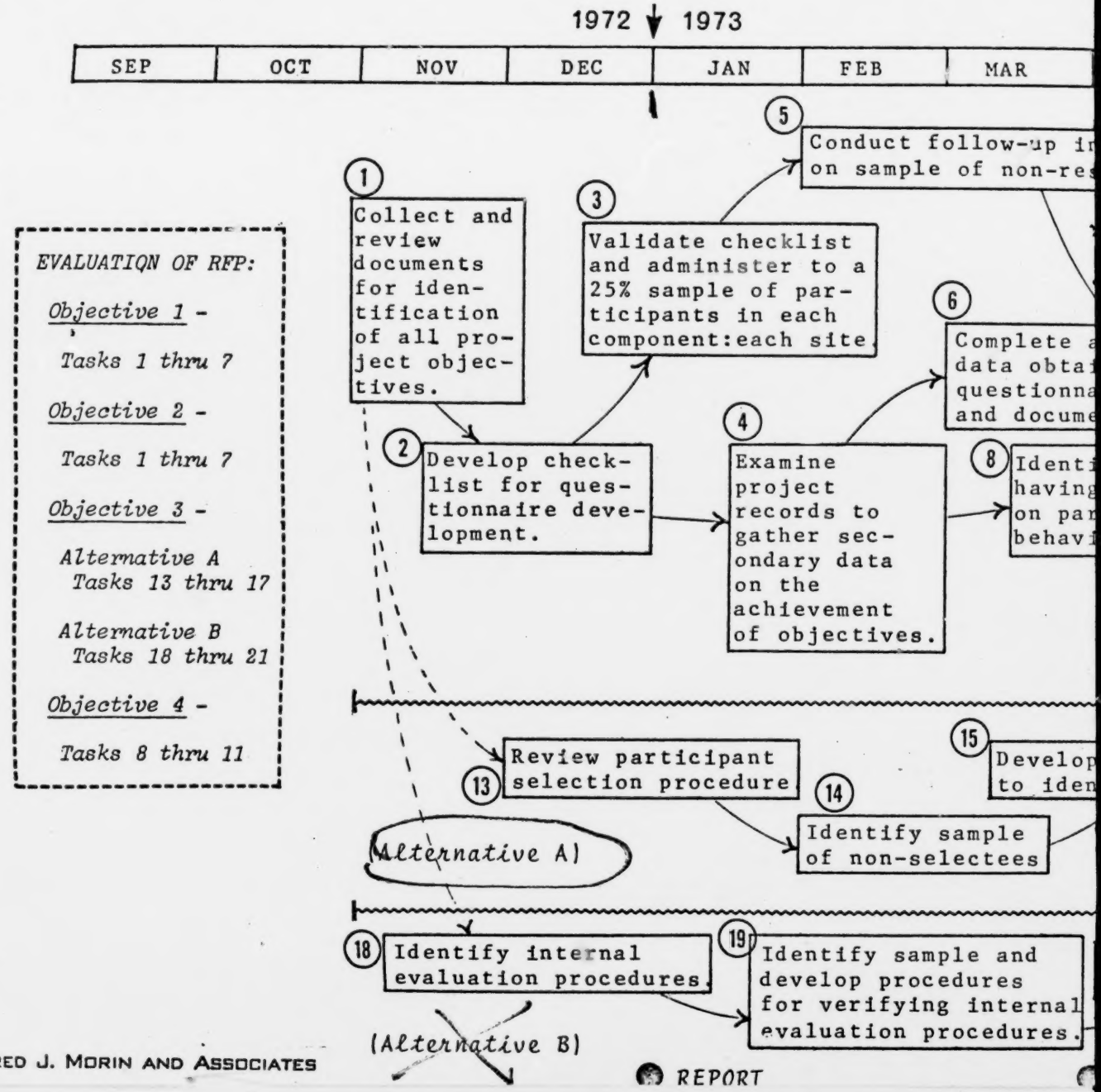
NAME AND ADDRESS OF INSTITUTION (City, State, ZIP Code)
Georgia Southern College
Statesboro, Georgia 30458

	A. DIRECT COST - ADMINISTRATIVE & INSTRUCTIONAL STAFF SALARIES		PART F	State	Institution
1	DIRECTOR		10,964.00	-0-	3,289.00
2	SECRETARIAL AND CLERICAL		4,200.00	800.00	1,250.00
3	OTHER ADMINISTRATIVE SUPPORTING STAFF		3,000.00	-0-	-0-
4	FULL-TIME INSTRUCTORS	NO. 8	22,690.00	6,495.00	6,558.00
5	PART-TIME INSTRUCTORS	NO. 15	2,770.00	491.00	-0-
6	LABORATORY ASSISTANTS	NO. --	--	--	--
7	INSTRUCTIONAL ASSISTANTS	NO. --	--	--	--
8	LECTURERS AND/OR CONSULTANTS	NO.	2,150.00	200.00	-0-
9	*SUBTOTAL FOR SALARIES (Sum of Lines 1 through 8)*		45,774.00	7,986.00	11,097.00
	B. OTHER DIRECT COSTS				
10	EMPLOYEE SERVICES AND BENEFITS		7,103.00	1,269.00	1,886.00
11	TRAVEL		9,256.00	983.00	500.00
12	OFFICE SUPPLIES, DUPLICATING, PUBLICITY, COMMUNICATIONS		2,640.00	167.00	250.00
13	INSTRUCTIONAL SUPPLIES, ETC.		2,168.00	200.00	-0-
14	REQUIRED FEES		--	--	--
15	EQUIPMENT RENTAL AND/OR DEPRECIATION *(if applicable)*		--	--	--
16	*SUBTOTAL FOR OTHER DIRECT COSTS (Sum of Lines 10 thru 15)*		21,167.00	2,619.00	2,636.00
17	TOTAL DIRECT COSTS *(Sum of Lines 9 and 16)*		66,941.00	10,605.00	13,733.00
	C. STIPEND SUPPORT *(Federal participants)*				
18	PARTICIPANTS PAID	NO. 34	3,080.00	-0-	-0-
19	DEPENDENTS PAID	NO. --	--	--	--
20	TOTAL STIPEND SUPPORT *(Sum of Lines 18 and 19)*		3,080.00	-0-	-0-
21	TOTAL DIRECT AND STIPEND COSTS *(Sum of Lines 17 and 20)*		70,021.00	10,605.00	13,733.00
22	INDIRECT COSTS *(8 percent of Line 21)*		-0-	-0-	7,549.00
23	GRAND TOTAL *(Sum of Lines 21 and 22)*		70,021.00	10,605.00	21,282.00

TYPED NAME OF DIRECTOR	SIGNATURE OF DIRECTOR	DATE SIGNED
H. R. Cheshire		*9/26/73*
TYPED NAME AND TITLE OF FINANCIAL OFFICER	**SIGNATURE OF FINANCIAL OFFICER**	**DATE SIGNED**
W. R. Rabitsch, Associate Comptroller		*9/26/73*

The Georgia Southern College Career Education Project has been evaluated by Alfred J. Morin and Associates of Washington, D.C. However, a final report of the evaluation's findings has not yet been released to us. Attached is a copy of the "Evaluation Plan and Task Relationships" showing the procedures used by Morin and Associates in conducting the evaluation.

EVALUATION PLAN and TASK RELATIONSHIPS


1972 ↓ 1973
SEP
OCT
NOV
DEC
JAN
FEB
MAR
EVALUATION OF RFP:
Objective 1 -
Tasks 1 thru 7
Objective 2 -
Tasks 1 thru 7
Objective 3 -
Alternative A
Tasks 13 thru 17
Alternative B
Tasks 18 thru 21
Objective 4 -
Tasks 8 thru 11
1 Collect and review documents for identification of all project objectives.
2 Develop checklist for questionnaire development.
3 Validate checklist and administer to a 25% sample of participants in each component: each site.
4 Examine project records to gather secondary data on the achievement of objectives.
5 Conduct follow-up in on sample of non-re
6 Complete a data obta questionna and docume
8 Identi having on par behavi
13 Review participant selection procedure
14 Identify sample of non-selectees
15 Develop to iden
Alternative A)
18 Identify internal evaluation procedures.
19 Identify sample and develop procedures for verifying internal evaluation procedures.
(Alternative B)
REPORT

ASK RELATIONSHIPS

Project 5307